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ABSTRACT

This report surveyed all the teacher education majors who graduated from East Carolina University in the Class of 1970, two years after graduation. The questionnaire requested information on educational background, the relevance of the college experience to actual teaching experience, and self-ratings on their traits and abilities as professional teachers. This report was an attempt to evaluate teachers who had completed the teacher education program, as well as gain valuable "feedback" in order to possibly improve the educational curricula for future teachers. (Author)

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A REPORT ON A SURVEY OF TEACHER EDUCATION GRADUATES CLASS OF 1970

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A REPORT ON A SURVEY OF TEACHER EDUCATION GRADUATES CLASS OF 1970

INTRODUCTION

The National Council for Accrediting Teacher Education (NCATE) Standard 5.1 requires that an "institution conducts a well-defined plan for evaluating the teachers it prepares." In order to comply with this standard, a committee was established on October 28, 1970, at East Carolina University to devise a plan for evaluating teacher education graduates from East Carolina University, and to make recommendations concerning the implementation of such a plan.

After several meetings, in September, 1971, the committee prepared a survey instrument designed to serve as a preliminary devise for the evaluation of teacher education graduates from the Class of 1970 at East Carolina University. This questionnaire contained four parts. Section I requested personal information from the respondent such as name, address, present position, certification, etc. Section II concerned the educational background of the respondent. Questions concerning the relevance of one's college experience to actual teaching experience were grouped together in Section III. Lastly, a self-rating sheet for the teachers to rate themselves on their respective traits and abilities as a professional teacher were contained in Section IV. It was hoped that through such an instrument, East Carolina University might attempt to evaluate the teachers who had completed the teacher education program, as well as gain valuable "feedback" from them in order to possibly improve educational curricula for future teachers.

It was decided that the survey would be implemented by the Office of Institutional Research with the assistance of the Student Teaching Office at East Carolina University. A description of the survey procedures and a summary analysis of the results follows herewith.

I. Survey Population

A roster was obtained from the Registrar containing the names of teacher education majors who had graduated from East Carolina University in the Class of 1970. Each of these individuals were included in the survey population. The survey mailing was conducted in late Spring, 1972 with 759 survey instruments mailed. Approximately 20% of the instruments mailed were undeliverable and returned. It is assumed that incorrect addresses and the high mobility factor among graduates contributed to this situation. The number of useable replies was 362; constituting a return rate of 48% with respect to the total mailing, and a return rate of 60% with respect to the number of instruments assumed to be delivered.

II. Procedure

The survey returns were analyzed and the data tabulated. Raw figures, percentages, or mean scores were calculated for each response on the questionnaire.

III. Findings and Comments

Herein follows the questions which were included on the survey instrument, and the analysis for each item is presented following that item.

The introduction to the questionnaire is contained in Appendix A.

SECTION I - ABOUT YOU

1. Your name_____

2. Your present position or title (Please be as specific as possible).

Analysis: 250 (71%) Teaching

98 (28%) Non-teaching

3. Your present mailing address:

Analysis: 256 (72%) In-state

101 (28%) Out-of-state

The out-of-state addresses breakdown as follows:

43 Virginia

10 Georgia

8 Maryland

8 South Carolina

32 Various other states

4. Are you_____(a) Male _____(b) Female?

Analysis: 280 (78%) ~~Male~~ Female

79 (22%) ~~Female~~ Male

5. What years did you attend East Carolina University?

Analysis: 317 (88%) Started 1967 or before

43 (12%) Started 1968 or after

The average number of years spent at East Carolina University was 4.

6. When you first enrolled at East Carolina University, your official residence was in what state (if you were from a state other than North Carolina)?

No tabulations reported

7. What year did you graduate from East Carolina University: Note: If you have received more than one degree from East Carolina University, indicate the year the earliest degree was conferred.

No tabulations reported

8. If you have received more than one degree from East Carolina University, indicate the year the most recent degree was conferred.

No tabulations reported

9. Teaching Certificates:

	Type of Certificate	Number Receiving
Analysis:	A	279
	B	7
	C	6
	No response	69

10. If you are presently teaching, please give

(a) Name of school where you teach.

(b) Location of school where you teach.

No tabulations reported

11. If you are not presently teaching but have taught since graduation from East Carolina University, please give

(a) Name of school where you taught.

(b) Location of school where you taught.

(c) Reason for leaving teaching profession.

Analysis: Of the 98 respondents who were not teaching at the time of this survey,

36 (37%) had taught since graduation

62 (63%) never taught

12. If you have not entered the teaching profession since graduation from East Carolina University, please indicate primary reason.

Analysis:	More money offered	9	(34%)
	Another Field	11	
	Military service	8	(14%)
	No teaching vacancy	8	(14%)
	Home (Mother)	7	(12%)

Did not receive teaching degree	6	(10%)
Don't want to teach	4	(7%)
Graduate school	4	(7%)
Husband moves often	1	(2%)
No responses	4	(7%)

SECTION II

1. What was your major or field of specialization during your last year as an undergraduate at East Carolina University?

Analysis

a.	Art	10	(3%)	o.	German	0	(0%)
b.	Biology	7	(2%)	p.	Health & Phy. Ed.	42	(12%)
c.	Business	8	(2%)	q.	History	19	(5%)
d.	Chemistry	2	(1%)	r.	Home Economics	28	(8%)
e.	Distributive Education	0	(0%)	s.	Indus.& Tech.Ed.	8	(2%)
f.	Drama & Speech Education	2	(1%)	t.	Library Science	6	(2%)
g.	Early Childhood (Primary)	76	(21%)	u.	Mathematics	18	(5%)
h.	Intermediate (Grammar)	63	(18%)		Music Education:		
i.	Speech Pathology	5	(1%)	v.	Vocal	3	(1%)
j.	Mental Retardation	4	(1%)	w.	Instrumental	7	(2%)
k.	English	35	(10%)	x.	Physics	1	(0%)
l.	French	7	(2%)	y.	Science Education	2	(1%)
m.	Geography	3	(1%)	z.	Spanish	2	(1%)
n.	Geology	0	(0%)		Other (Specify)	1	(0%)

2. After you were awarded your bachelor's degree at East Carolina University, how many graduate schools did you attend?

Analysis:	None	278	(77%)
	One	70	(19%)
	Two	8	(2%)
	Three or more	1	(0%)

3. Did you receive a degree from any of the graduate schools you attended?

Analysis:	Yes	23	(7%)
	No	334	(92%)
	No response	5	(1%)

4. If "Yes", from what institution(s) did you get the advanced degree(s) and what was your major field of study?

No tabulations reported

5. Do you now:

Feel satisfied with your selection of an undergraduate major field at ECU?

Analysis: 311 (88%)

Wish you had chosen another major?

Analysis 42 (12%)

6. Would you encourage your children to attend ECU?

Analysis:	Yes	302	(91%)
	No	31	(9%)

Why not?

No tabulations reported

7. Do you believe that graduates from most other colleges and universities in your particular field had better training than you had at ECU?

Analysis:	Yes	19	(5%)
	No	331	(95%)

SECTION III

ABOUT THE RELEVANCE OF YOUR COLLEGE EXPERIENCE

NOTE: Respond to this section provided you are presently teaching or have been employed as a teacher since graduation from ECU.

Listed below are 30 areas of college experience which, directly or indirectly, help to equip a graduate with the necessary skills and/or understandings to become a satisfactory classroom teacher. We want you to consider the list two ways. First, how important do you consider these experiences insofar as their relevance to classroom teaching is concerned? (Choices are given to the left of each item) Second, how much did your own college or university experience help you toward developing the skills and understandings necessary for successful classroom teacher performance? (Choices to the right of each item) Please answer each question for each item in the list by making a mark (x) in the appropriate spaces.

NOTE: The responses were coded on a 1-5 scale as follows:

Very important	5	Of very much help	5
Important	4	Of much help	4
Of some importance	3	Of some help	3
Of little importance	2	Of very little help	2
No importance	1	Of no help	1

The figures shown in the table are the percentages of responses for each category. The figure in parentheses is the mean of the response based on the 1-5 scale as above.

TABLE I

RELEVANCE OF COLLEGE EXPERIENCE

	Very Important %	Important %	Of Some Importance %	Of Little Importance %	Of No Importance %	Mean Score For Item	Of Very Much Help %	Of Much Help %	Of Some Help %	Of Very Little Help %	Of No Help %	Mean Score For Item
1. Required course work in subject matter academic area	47	39	13	0	0	(4.3)	39	32	25	5	0	(4.0)
2. Elective course work in subject matter academic area	31	41	24	3	0	(4.0)	25	36	33	6	0	(3.8)
3. Required course work in general education (first two years)	12	28	40	17	4	(3.3)	11	17	46	21	4	(3.0)
4. Elective course work in general education	10	34	39	15	2	(3.4)	11	21	47	19	3	(3.1)
5. Required course work in professional education (education courses)	31	33	20	14	2	(3.8)	24	26	28	18	4	(3.5)
6. Elective course work in professional education	21	33	34	10	2	(3.6)	18	24	39	15	3	(3.4)
7. Required courses in psychology	27	35	25	11	1	(3.8)	22	28	32	15	3	(3.5)
8. Elective courses in psychology	20	29	35	13	3	(3.5)	18	27	36	16	3	(3.4)
9. Student Teaching	81	11	6	1	0	(4.7)	73	15	7	4	2	(4.5)
10. Observation of classroom activity via closed circuit television	29	28	21	8	14	(3.5)	19	22	24	10	25	(3.0)

TABLE I (CONTINUED)

	Very Important %	Important %	Of Some Importance %	Of Little Importance %	Of No Importance %	Mean Score For Item	Of Very Much Help %	Of Much Help %	Of Some Help %	Of Very Little Help %	Of No Help %	Mean Score For Item
11. In-person observation of classroom activity	43	32	18	6	2	(4.1)	39	25	24	10	2	(3.9)
12. The lecture method of classroom activity	6	24	45	18	7	(3.0)	5	20	47	21	7	(3.0)
13. Participation as a member of a small class, or a seminar	39	45	13	2	1	(4.2)	35	38	19	5	2	(3.9)
14. Use of Audio-visual media in the college classroom	38	36	18	7	2	(4.1)	30	32	26	8	4	(3.8)
15. Library Resources	39	35	21	5	0	(4.1)	31	31	27	9	2	(3.8)
16. Assignments of written papers and reports	9	26	36	24	6	(3.1)	10	20	38	25	6	(3.0)
17. Assignments of "outside reading."	11	27	40	19	3	(3.2)	10	22	44	19	4	(3.1)
18. Giving oral reports in class	19	22	39	15	5	(3.4)	17	20	39	18	6	(3.2)
19. Participation in "discussion" classes	38	39	17	4	1	(4.1)	35	35	22	7	1	(4.0)
20. Examinations in general	6	28	36	25	6	(3.1)	9	23	9	43	16	(2.7)

TABLE I (CONTINUED)

		% Very Important	% Important	% Of Some Importance	% Of Little Importance	% Of No Importance	Mean Score For Item	% Of Very Much Help	% Of Much Help	% Of Some Help	% Of Very Little Help	% Of No Help	Mean Score For Item
21.	"Objective" (Multiple-choice, true-false, etc.) examinations	4	18	39	30	9	(2.8)	3	14	38	30	15	(2.6)
22.	Essay-type examinations	14	34	33	15	4	(3.4)	14	28	32	21	5	(3.3)
23.	The system of letter grades (A,B,C,D,E, & F)	6	18	37	28	11	(2.8)	7	16	34	29	14	(2.7)
24.	Standards used in determining grades, retention, and graduation	13	25	39	17	6	(3.2)	10	21	36	24	10	(3.0)
25.	Standards used for admission to teacher education	16	37	29	13	4	(3.5)	10	29	35	16	9	(3.2)
26.	Activities in student organizations	14	27	35	16	8	(3.3)	14	19	34	20	13	(3.0)
27.	Relationships with academic advisors	39	34	15	8	4	(4.0)	28	30	21	13	8	(3.6)
28.	Relationships with other students	51	38	8	2	1	(4.4)	46	38	11	3	2	(4.2)
29.	Dormitory living	33	31	16	8	11	(3.6)	37	25	17	7	14	(3.6)
30.	Informal contacts with faculty	27	36	24	8	5	(3.7)	26	28	24	14	8	(3.5)

Comments on Section III

The highest scores in Section III on both importance and helpfulness are evident for Study Teaching and for those statements concerning interpersonal relationships. The lowest scores occurred on the statements about examinations and the grading system. In general, higher scores are obtained on the importance scale than on the helpfulness scale.

SECTION IV - ABOUT YOUR TEACHING

NOTE: Respond to this section provided you are presently teaching.

Obviously, the "correct" answer to each of these questions should be "yes." Rate yourself, using the numbers 1 through 5, with 1 representing the weakest "yes" and 5 the strongest "yes."

Analysis:

The score reported represents the mean of the values assigned each statement.

	Mean Score
1. Am I friendly toward pupils and colleagues and considerate of them?	4.56
2. Do I use wisely the time I am at the school but not in class?	3.91
3. Do I refrain from being critical of other teachers, administrators, and schools in front of pupils?	4.56
4. Do I cooperate with my Principal and Supervisors as I expect them to cooperate with me?	4.72
5. Do I conscientiously observe my before-class and after-class hours?	4.13
6. Do I devote to my school or related professional duties at least a reasonable amount of time other than that actually spent in class?	4.25

7. Am I reasonably careful about my personal appearance? 4.50

8. Do I perform required school duties conscientiously? 4.60

9. Do my actions show my interest in improving the standards of my school? 4.34

10. Am I punctual in meeting and dismissing my pupils? 4.49

11. Do I know what my purpose is; have I got a plan and am I always prepared for teaching my class? 4.24

12. Do I return papers and other work projects to my pupils as promptly as I expect them to turn them in to me? 4.24

13. Am I fair, impartial, and unprejudiced in determining grades? 4.46

14. Do I inspire in my pupils a genuine thirst for knowledge? 3.84

15. Do my pupils like school (and/or my subject) more after having been in my class? 4.03

16. Do I give my pupils a full class period's work on a subject or topic, and do I always control the direction of class discussion avoiding digression and waste of time? 3.92

17. Have I let my pupils know that I am interested in them personally and that I am willing to help them? 4.53

18. Do my pupils have to work hard for the grades they get? 4.00

19. Am I emotionally well-controlled in front of my class, conducting my class in a pleasant, tension-free atmosphere? 4.23

20. Do I keep up professionally in my area of teaching by activities such as reading, writing, attending professional meetings, belonging to professional societies, and keeping the Librarian supplied with titles of books and materials that we should acquire? 3.64

Comments on Section IV

The highest scores occurred for questions dealing with cooperation with Principals and Supervisors and with performing required duties conscientiously. The

lowest score occurs for the question concerning whether teachers keep up with their area of teaching through professional activities. This section shows that, in general, the respondents have a good self-concept and give themselves high ratings.

QUESTIONNAIRE COMMENTS BY RESPONDENTS

The questionnaire requested comments from the respondents. A summary of these comments and selected quotations follow.

Comments about the University.

Sixty-one (61) respondents said that the student teaching is very important and should be offered earlier (the opinion varies from as early as freshman year to more than one quarter). A typical comment is, "Nothing is more tragic than to discover in the midst of student teaching your senior year that teaching is not for you. What can you do?"

Others (27) said that student teaching should expose an individual to more than one type or level of school. The programs often do not reflect real teaching situations. One respondent said, "Having student taught in a rural school in Greene County, I discovered an entirely different situation here--an almost inner-city school (60% Negro)--low socio-economic situations--many broken-home situations . . . I wish there were some way to prepare future teachers for the extreme ends of teaching."

Twenty-one (21) comments suggested that more programs about how to teach the exceptional children are needed. One person described the situation thusly, "When I started to teach, I realized that there were many 'slow' children. I did not know how to handle them. I was only taught how to teach the average children."

Other comments revealed that the majority of respondents (65) are satisfied with the teaching programs at the university and felt well-trained when they

started to teach. Some (32) felt that they were more qualified than those who attended other universities. A few (7), however, felt that East Carolina University was "second-rate."

Fifteen (15) stated that a particular department needs improvement, has a lack of equipment, etc. The belief that library facilities are poor was expressed by six (6) respondents.

Fifteen (15) persons said that there was no job available. One asked, "Does ECU have the right to encourage teachers towards this disappointment?"

Various other comments expressed opinions on the grading system, advisors, general college requirements, a foreign language requirement, etc.

Comments about this questionnaire:

Most respondents (48) commented that this questionnaire was comprehensive, and a good idea. They said they were glad to see that the University is involving itself in such efforts.

Ten (10) persons said that this questionnaire gave the teacher a chance to do some good self-evaluation. Others (8) said that some sections are difficult to answer. One respondent commented that this survey should be done more often.

SUMMARY

In summary, this study, though informal, represents an effort to develop the means to adequately evaluate teachers prepared by East Carolina University. A most beneficial by-product of such a study is the "feedback" that may be obtained from the respondents. Such "feedback" may be considered as changes in the teacher education program and are contemplated in order to improve it for future students.

Several valuable insights may be provided by former students who, in perspective, offer their evaluation of the teacher education program at East Carolina University. The response to this survey and the results as summarized in this report both indicate the need for further efforts of this kind. The information gained as a result of this project will be used in the design and implementation of future follow-up surveys of East Carolina University graduates.

Appendix A

EAST CAROLINA UNIVERSITY

Survey of Teacher Education Graduates

This questionnaire is being sent to a carefully selected sample of teachers from selected graduating classes. Your reply is important.

All replies are confidential; and the data will be largely machine processed.

PURPOSE

The purpose of this questionnaire is to enable the faculty of East Carolina University to obtain pertinent information regarding the background and training of its teacher education graduates. Analyses of these data will permit the University to provide more and better educational services to the teachers within its sphere of influence, and, ultimately, to add to the educational well-being of the entire state. Your responses to these questions will greatly facilitate future planning of degree-programs, conferences, workshops, summer seminars and summer institutes.

DIRECTIONS

This questionnaire has been designed to eliminate as much writing as possible and to make quantification of data a simple task. Please check appropriate blank(s), insert numbers, list courses and give short written comments where indicated. Do not hesitate to make additional comments if you feel that any checked answer does not accurately pertain to your situation. If you need more space, you may extend your comments to the unused portion of the last page, or, if necessary, attach extra pages.

IMPORTANT NOTE: The information you are about to give on this instrument is for research and planning purposes only, and your name will not be divulged in connection with any of your responses. All answers will be held in strictest confidence. You may, therefore, be perfectly frank about your background, training, and/or opinions concerning training needs, without fear of recrimination.